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ABSTRACT

A programed text for inservice teacher education--focusing on reality therapy as a technique to help students change their unacceptable behavior--is described. The text covers techniques of classroom management, discipline, and control of student behaviors. Information is provided on the purposes and content of the programed text, as well as descriptions of activities and resources, ordering information, and history of development. A critique is also included. (DS)

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# DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

## A. SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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**Title:** REALITY THERAPY

**Publication Date(s):** Copyright 1968

**Intended Users:** Inservice for teachers who want to learn about Reality Therapy by means of a programmed text

**Grade Level(s):** Elementary and Secondary

**Number:** Any number who use a programmed text on an individual basis.

**Primary Focus:** Reality Therapy as a technique to help students change their unacceptable behavior is covered.

***School subject(s) and/or in-service topic(s) covered:***

Techniques of classroom management, discipline and control of student behaviors are highlighted.

***What participant does in using the materials:***

Participant reads the programmed text and answers multiple-choice questions throughout to determine progress and whether to move forward in the program or return to a previous lesson for remediation. Participant may prefer to follow a six-page form contained in product and to listen to a tape cassette instead.

***Resources:***

The module, a mimeographed booklet of 47 pages, is a programmed learning text. The user can complete the program in 30 minutes to one hour. It would be useful to have a group of at least two participants so they could try out newly learned principles and techniques on one another, before using Reality Therapy with students. A leader is needed to help determine participant readiness to use the techniques in the classroom. A tape cassette can be used as a guide.

***Describer critique:***

The product will be appreciated by users whose orientation is programmed learning. The text attempts to inject humor and friendliness into what could be an otherwise mechanical and impersonal system. There are many examples of student behaviors which are to be programmed for change. Some of the examples may seem elementary to some users.

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B. INDEPTH INFORMATION

## 1.0 PURPOSES:

The developer states in an introductory page this learning objective: "When you finish the module you will be able to use the principles of Reality Therapy as you counsel with students to help them change their behavior. You, the teacher, will help the student to identify his behavior and to establish a plan to change or alter it. In this process you should get the student to make value judgements and/or identify the consequences of his behavior."

## 2.0 CONTENT — Scope and Sequencing of Topics:

This is a programmed text which must be followed according to instructions. The program alternates examples of student-teacher dialogues with short quizzes for the user to take and determine his readiness to proceed for review of the material. Several basic principles underlying Reality Therapy are explained with accompanying quizzes for participant to test his understandings. The principles are:

1) a student can only change his present (and future) behavior;
2) a student is responsible for his own behavior and must accept the consequences of it, whatever they may be;
3) the teacher must be personal and subjective throughout the Reality Therapy and avoid making excuses for behavior or sermonizing. The teacher will help the student realize that he is of worth as a person.

The dialogue and quizzes explain these four steps in a Reality Therapy program:

1) The student must identify his own behavior.
2) The student identifies the consequences of his action.
3) The student makes a value judgement about his action or the consequences of his action.
4) The student makes a plan for changing his behavior to that which he judges to be good and/or that which results in the consequences he desires.

## 3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

### 3.1 Description of main in-service activities:

Participant learns material by working through a simple branching program or, programmed text. Definitions, examples and quizzes form the text. A final evaluation session directs the user to select one of ten situations and develop a plan for effecting change in a hypothetical student's behavior. A tape cassette is available if participants prefer this kind of guidance.

### 3.2 Help given in use of product:

The module is self-contained and little help is needed for following the program. The participant is instructed to counsel with a supervisor after completing the program and final evaluation to receive further direction. If the tape is used, a recorder is needed.

## 4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Continuous evaluation occurs throughout the program. The user therefore assesses his mastery of each principle and step before pursuing more information about the technique.

# 5.0 ORDERING INFORMATION

## 5.1 Resources required/recommended:

Thirty minutes to an hour are needed to follow the program. It is recommended that the participant try out his/her new learning through role play with a peer or supervisor prior to applying information in the classroom. The quizzes in the program inform the participant of his "intellectual" understandings. Practical, applied learning may require several weeks to demonstrate complete understanding and mastery of the technique. Listening to the taped version requires about 1½ hours.

## 5.2 Distributor name/address:

Department of Secondary Education
Brigham Young University
114 McKay Building
Provo, Utah 84602
(801) 374-1211

## 5.3 Components/approximate costs:

| Component | Purchase | Rental | No. Req. | Reusable |
|---|---|---|---|---|
| REALITY THERAPY #35 Booklet (47 pages) | $1.00 | - | 1 | yes |
| Tape Cassette | $5.00 | can be previewed for price of postage | 1 | yes |

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# 6.0 HISTORY OF DEVELOPMENT

## 6.1 Identification of the developer:

Hugh Baird, faculty member
Brigham Young University
Department of Home Study

## 6.2 How developed and when:

The developer states that this is:

"A module adapted by Hugh Baird from materials used in the Individualized Secondary Teacher Education Program (I-STEP) at Brigham Young University ; for the use of personnel attending the workshop, "Changing Systems for Training and Certifying Teachers" at Miami Beach, Florida, May 19-22, 1970."

## 6.3 Evidence of effectiveness with users:

This module, designed to help teachers change student behavior, was used with forty people including university faculty, state department staff, teacher trainees at Florida workshop with great success. The program has been in use, with success, for about three years at Brigham Young University for student teachers preparing for secondary school teaching.

# C. DESCRIBER CRITIQUE

## Appropriateness / adaptability / technical quality:

The program provides detailed instruction, examples and procedures for assessment for the user. The product is modest in appearance and includes general flow charts which are easy to understand. The flow charts are representations of the principles and steps outlined as basic and essential to understanding and mastery of the technique.

## Content accuracy/social fairness/community acceptance issues:

There appears to be a match between William Glasser's Reality Therapy techniques and the content of instruction for learning that technique. There is no evidence of ethnic or sex bias.

## Overall summary/comment:

Many teachers will find the techniques of Reality Therapy useful in managing student behavior. The product offers one way of learning this technique and is recommended for those whose style and temperament are compatible with self-instructional programmed materials.